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ABSTRACT

This document is intended to provide school districts with information and ideas to help them develop districtwide philosophies concerning congruent planning, organize for efficient program management, create time for teachers to plan collaboratively for instruction, and develop documentation to monitor student progress. To enlist teacher support and commitment for the congruent planning process, districts must offer training programs, provide for summer curriculum alignment projects, jointly establish and refine program goals and performance objectives, encourage sharing of units and lesson plans, demonstrate workable strategies, involve all teachers in planning, and share interdisciplinary themes for study units. To facilitate effective planning, an overall procedure or program should be developed and roles should be clarified. Ten ideas are presented for aiding this process; 10 more are suggested for helping teachers find time to collaborate without shortchanging students. Seven other ideas are suggested for documentation, which should be student-centered, efficient, and instructionally meaningful. The 13 appendices detail major issues regarding congruence planning; offer tips for teachers; present sample planning, cooperative teaching, and scheduling models; outline collaborative teaching activities; and present a sample cooperative planning document. (9 references) (MLH)

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TIME MANAGEMENT

Managing Instructional Time to Enhance Program Congruence

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INTRODUCTION

This document is intended to provide school districts with information and ideas to help them develop districtwide philosophies concerning congruent planning, organize for efficient program management, create time for teachers to plan collaboratively for instruction, and develop documentation to monitor student progress.

Since congruence is a process, not a specific program, the ideas contained in this paper are designed to inspire the reader rather than give a prescribed plan for accomplishing the task. The material should be used as a smorgasbord of ideas from which readers can pick-and-choose that which best fits their school's particular needs. Alter or adjust these ideas in order to make them workable in your situation. Through careful selection, it is possible to create a custom designed program to help further the congruence process in your school.

The contents of this document are based upon ideas and suggestions from practitioners who made presentations on this topic during the 1990 series of congruence workshops sponsored by the New York State Education Department and the Association of Compensatory Educators. Teachers, project coordinators, members of The State Congruence Committee, and the State Chapter 1 Committee of Practitioners also contributed.

SETTING THE STAGE:

Suggested Strategies

A necessary step toward integrating any new program into the curriculum is to establish commitment on the part of everyone involved. Congruence is no exception. This section is designed to give the reader ideas for enlisting support, establishing commitment, and educating faculties to the overall goals of the congruence process.

- o **Offer districtwide training on collaborative planning**

To help teachers plan more effectively, an understanding of the interpersonal and organizational skills for effective communication of ideas is needed. Collaborative planning workshops will help teachers gain these skills as well as the confidence and techniques necessary to initiate the process.

- o **Provide for summer curriculum alignment projects**

Essential for the congruence effort is developing a shared knowledge of the core curriculum and instructional support service goals and objectives. Add to this the need to develop a process for communicating and planning, and one sees that a considerable amount of time and effort is needed for success. Once school begins, both the time and energy needed for planning are at a premium. Summer affords educators an opportunity for sharing and gaining such information.

- o **Jointly establish and refine program goals and performance objectives**

Effective coordination between the core and instructional support service teachers must start with an efficient child-centered structure for planning. Student-centered goals, instructional activities, materials and an effective evaluation process comprise the basic structures upon which sound planning procedures are based.

- o **Encourage the sharing of units and lesson plans**

Sharing the responsibility for teaching is at the center of the collaborative planning process. Once student needs are identified, the cooperative development of programs will ensure success. School administrators must actively support the cooperative planning process and encourage teachers to share both the load and responsibility for the instruction of students.

- o **Demonstrate strategies for encouraging program congruence**

Workshops, conferences, and superintendent's days offer excellent opportunities for teachers to develop practical strategies for developing sound congruent programs. Instructional support teachers and classroom teachers should participate, since both are involved in the instructional planning process. Congruence is enhanced when the school administration actively supports the process. By emphasizing collaborative planning and coordination of the curriculum via conferences and workshops, the momentum and spirit for the congruence concept will develop.

- o **Involve all teachers in collaborative planning**

Congruence planning should not be limited to classroom and instructional support teachers. Special teachers offer additional opportunities to reinforce the basic skills through music, art, speech, library, etc. All faculty should draw upon the talents of special teachers during the planning process and enlist their support for the reinforcement of instruction.

- o **Share interdisciplinary themes for units of study**

Developing themes and projects that cross the traditional subject area boundaries is an excellent way to demonstrate to children the practical use of skills in everyday life. Through coordination and planning the interrelationships of math, reading, writing and the content areas can be experienced by students. Interdisciplinary themes can be shared across entire faculties. Cross curricular links and cooperative participation in project development should be encouraged.

**ORGANIZING
FOR
COLLABORATIVE PLANNING**

To facilitate effective planning, an overall procedure or program structure should be developed. Role clarification is necessary to develop purpose and ensure stability while implementing new procedures. The following ideas can help schools formulate a plan of operation:

- o **Develop goals for a congruent program everyone in the district can strive to achieve**

Success is derived from the degree of commitment that is both expressed and exhibited by those involved. Congruence should be a districtwide issue that enlists the active support of everyone; school board members, administrators, teachers and parents.

- o **Involve representative groups in order to establish broad based support**

Change is a difficult and time consuming process. By enlisting the help and support of people with diverse points of view, one is assured of not only getting involved in spirited discussions, but also gathering the best ideas to use in the resolution of complex issues. Through debate, creative planning, and sustained focus on tasks come programs that can produce outstanding achievement.

- o **Invest time initially to organize procedures and responsibilities for collaborative planning**

In order for the congruence process to proceed, it is important that all understand their roles and responsibilities. Administrators, classroom teachers, and compensatory teachers need to define their individual responsibilities in the process. The Congruence Resource packets and the Congruence Manual offer suggestions for role clarification and outline responsibilities appropriate for various groups. These publications are available from the New York State Education Department, Bureau of Grants Compliance, Albany, New York. Appendix B, of this document, also offers role clarification tips for classroom and instructional support teachers.

- o **Schedule time for collaborative planning**

In reviewing congruence programs across the state, the team approach is often identified as the basic configuration from which the rest of the organizational plan is derived. By identifying a team of teachers who are assigned a specific population of students, time, resources, and master schedules are more easily organized to produce successful, practical programs.

- o **Encourage teachers to develop their own models of collaborative planning**

"New" ideas need time to develop before their fullest potential is realized. Teachers need time to experiment with collaborative planning, understand the advantages, and refine procedures that will ultimately become routine. It is important to establish policies and guidelines but not to restrict creativity or become overly prescriptive initially. It may be better to err on the side of a liberal policy in order to gain practical experiences which can ultimately be used to formulate realistic operating procedures.

- o **Experiment with alternative designs**

Innovation and change need not come to a school like a tornado across a peaceful valley. Often, outcomes of change are not easily foreseen at the start of a project, but can be readily evaluated several months into it. Acceptance of and enthusiasm for innovation is critical to program success. By implementing a small pilot program, experimenting with alternative designs, and demonstrating the program's successes, one can more easily enlist the support of others when it comes time to expand the effort.

- o **Build time for collaborative planning into the master schedule**

School master schedules can be arranged so teachers sharing the same students can also have the same planning periods. This deliberate pre-planned manipulation of the master schedule then affords teachers the opportunity to plan and coordinate instruction. Meetings need not occur daily, but need to occur on a regularly scheduled basis.

- o **Review contractual restrictions which hinder opportunities for joint planning; consider changing such restrictions.**

Occasionally, contract language may hinder progress toward a truly innovative child-centered idea or activity. When this occurs, discussion is vital so that the potential benefits to students are not lost. Innovation requires change. Compromise and discussion are the tools of innovation.

- o **Consider long-term student assignments to teams of teachers**

It sometimes takes 4 to 6 months to understand all the learning needs and patterns of students and to develop appropriate strategies for instruction. By keeping students in the same support service teacher's caseload for an extended period, both efficiency and high levels of productivity can be afforded the learner. Success one year can be followed by increased success the next. Both teacher and student benefit from this process since more effective communication links can be developed with one another.

- o **Employ "cluster" groups as a more flexible alternative to the "one teacher, one group" organization**

Grouping or teaming teachers with particular students is an efficient and successful approach. Through a process of student and teacher grouping, master schedule planning, and efficient use of existing school resources, support instruction in all basic skill areas can effectively take place within the regular classroom. This will result in the coordination of the developmental and support service programs and linkage with other content area courses. The Livonia ABC Plan is an example of this model - see Appendix C.

Finding Time

To

Collaborate

Most educators support the concept of collaborative planning and coordinating developmental and instructional support services. Finding the time to plan is of prime concern and poses serious problems for many districts. Creating new time out of existing time is only one way to facilitate the planning process. Other creative ideas may offer educators reasonable solutions to the planning time dilemma. Remember, time used for planning does not necessarily mean time taken away from students. Planning should result in coordinated instruction and the more efficient use of instructional time by all teachers. Here are several ways to structure time to facilitate the collaborative planning process.

- o **Staff involved with collaborative planning are removed from "duty" assignments**

Freeing teachers from non-teaching duties such as hall duty, cafeteria duty, study hall, and bus duty, and allowing them to use this time for collaborative planning results in "found" time for congruence. Webster Central School District's Infusion Model is an example of how this concept can be implemented effectively and economically - see Appendix H.

- o **Cooperating teachers' preparation periods should coincide**

Teachers whose preparation periods coincide often use this time to coordinate and plan congruent programs. By building common planning time into the master schedule for cooperating teachers, administrators create opportunities for teachers that will have far reaching positive effects on students.

- o **Schedule students for "special" subjects (gym, art, music, etc.) at the same time**

An easy, yet practical, way to create common planning time for teachers is to coordinate special subjects in the master schedule. This creates blocks of planning time and shows administrative support for the congruence process. The scheduling change may open up a new dimension for overall program planning.

- o **Arrange teaching assistants' and substitutes' schedules to provide staff with collaborative planning time**

Support for the congruence process must be more than declarations or speeches. It must involve the mobilization of people actively involved with planning. By responsibly using resources, teacher assistants, substitute teachers and other people involved in the educational process, time can be created and used for the congruent planning of the curriculum.

- o **Target collaborative planning time when large group activities (pep rallies, movies, etc.) release teachers**

Pep rallies, movies and other large group activities are important to a child's school experience. By strategically scheduling these events and coordinating them with other opportunities, overall time for the developmental and instructional support service teachers to plan within the school day can be enhanced.

- o **Increase the length of periods while reducing the total number scheduled on any given day**

Schools are constantly looking for ways to get more out of the time students are in school. Frequently, periods are shortened so that new periods can be added. Under a plan created by the staff of the Campbell Central School district, the number of class periods were actually reduced and the time of each lengthened. By creatively rotating and sequencing the new 6 period day, students are able to participate in more classes and amass more credit for graduation than under the old scheduling plan. Appendix K describes the Campbell plan in more detail.

- o **Monthly invest one or two days of staff time for collaborative planning**

Collaborative planning involves more than discussing programs. Developing professional interaction, creating instructional materials, teachers assisting teachers with instruction, and enlisting the support and understanding of parents, are all part of the process we call congruence. By allowing the instructional support teacher predictable time each month for collaborative planning, a higher quality program can be created.

- o **Rotating planning periods**

The instructional support teacher uses one rotating period per week to meet with one or more developmental teachers. This concept is both simple and inexpensive to implement. For each day of a planning cycle one period is identified for planning purposes. Students who normally attend support services instruction during that period remain in their classroom or report to a study hall. The instructional support teacher is

free to meet with a teacher who is available for planning. Once the planning session is completed, the regular schedule is resumed. Planning cycles of this type can be put into operation on a biweekly or monthly basis.

- o **Host "breakfast" or "brown bag lunch" meetings to promote informal dialogue**

Many excellent activities can be developed during a casual get-together with colleagues. While this never takes the place of formal communication, it can set the stage for formal meetings. Business executives have been using this technique for decades. Teachers should use it to their advantage as well.

- o **Budget a specific number of additional paid preparation periods or days for collaborative planning**

Collaborative planning is vital to the success of the student in both the instructional support and classroom program. Devoting a portion of a superintendent's day conference to planning provides teachers with concentrated time. Another alternative is to pay teachers an added stipend to meet either before or after school or on a Saturday morning.

DOCUMENTATION

Documentation is a fact of life, but documentation should be student centered and instructionally meaningful. When developing coordinated programs, it is important to determine the specific documentation need. This will make the recordkeeping system efficient and save teachers and students hours of valuable time. Listed below are several ideas that should save time, yet keep documentation efficient.

- o Share the responsibility for student recordkeeping**

Everyone involved with a student's education has an important role to play in making that experience successful. Documenting both planning and student achievement are essential parts of sound program management. Through collaborative planning and management, teachers should collectively determine which records are necessary. Each teacher should have responsibility for part of the recordkeeping process. This relieves the burden from falling on one person and everyone becomes more directly involved in the student's program.

- o Structure the program planning agenda to ensure agreement regarding expectations**

Organization plays a key role in the development of programs. Teachers who understand the intended purpose of a planning session and have prepared for the discussion find the process productive and rewarding. Developing functional, practical planning documents that play a direct role in the implementation of the instructional program, deciding who is responsible for particular aspects of the process, and agreeing on an appropriate site and time for planning are all essential ingredients in making the overall program a success.

- o Disseminate planning schedules to everyone**

Once organizational plans are completed, prepare and distribute a schedule of meetings including time, date, and location. This can serve as a reminder of scheduled planning sessions and document the frequency with which planning occurs.

- o Develop guide sheets which emphasize the goals and practices of collaborative planning**

Collaboratively planning a course of study is a learned skill. Training sessions in collaborative planning will help teachers understand the process and their role. An outline or guide

sheet which establishes a structure for the process can be very useful. Teachers themselves should develop these documents since they will be using them.

- o **Include congruence on faculty and staff agendas/meetings**

Articulation and coordination of instructional support programs is a Chapter 1 requirement. Including congruence and congruence related topics in building planning team meetings, general faculty agendas, grade level meetings and in parent meetings develops additional program awareness and underscores its importance.

- o **Develop documents of congruence activities that can be used for multiple purposes**

An important aspect of efficient documentation is constructing it to serve more than one purpose. For example, develop collaborative planning records that can also be used as minutes of the meeting. The advantages, of course, are obvious; why create two or three separate documents when one can satisfy several needs. Creating a collaborative planning document that also serves as a lesson plan which in turn serves as the minutes of the collaborative planning session itself illustrates the multiple function concept. See appendix M for examples of planning documents.

- o **Develop records that reflect student assessment and progress**

By developing simple recordkeeping procedures tied to instructional goals, teachers can document student achievement and determine whether desired outcomes are being met. Short range, on-going evaluation strategies evaluate student progress and provide teachers with important instructional feedback. Progress documents are important for parent conferences. Students can chart their progress on a daily or weekly basis. Charts, graphs, lists, word cards, and grade listings are all effective methods for establishing short term systematic recordkeeping.

TIME MANAGEMENT

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MAJOR ISSUES REGARDING CONGRUENCE PLANNING

BUILDING SCHEDULES

Scheduling is a building specific task that is dependent upon:

- o Course Offerings
- o Priorities In School Organization
- o Staffing
- o School's Philosophy Of Learning and Education
 - Student Grouping
 - Commitment to Congruence by:
 - o Superintendent
 - o Principal
 - o Teachers
 - o Schedule Developers
 - o Policy Developers

PLANNING TIME

Administrators must provide planning time in order for congruence to work.

FACTORS TO CONSIDER WHEN PLANNING SCHEDULING CHANGES

When developing a schedule, start from a fresh unencumbered point of view with ideas that will solve your problems, not just patch up what you are currently doing.

Taking instructional time away from students to facilitate planning is counter-productive. However, time used for effective planning offers educators and students significant benefits:

- o Students' diagnosed needs are addressed by both the classroom and instructional support teachers.
- o Coordinated goals for instruction allow students to work on one set of learnings instead of disjointed tasks that produce less overall achievement.
- o Time on task increases.
- o Coordination ensures students manageable homework assignments, test scheduling project development/coordination, and out-of-school reading assignments.

TEACHER PLANNING MEETINGS SHOULD BE HELD ONLY WHEN ABSOLUTELY NECESSARY

The frequency of planning meetings will vary with the need to plan. Once or twice per week may be necessary in September and October, while once per month may be enough November-May.

Classroom and instructional support teachers need to keep each other abreast of day-to-day or week-to-week changes in order to maintain program coordination.

Keep meetings efficient, short, and concise.

DEVELOP A PROCESS FOR PLANNING

Active participation by both the instructional support and classroom teacher is essential. Each teacher must contribute to the child's instructional program.

Regularly scheduled planning meetings will ensure success. Success is built on simple ideas:

- be on time
- be ready to plan
- do your homework

Everybody involved should know the diagnosed needs of the child and work cooperatively toward their resolution.

Structure program planning and coordination meetings to ensure that specific tasks are accomplished. Agree to a functional method for documentation to be used during and after the planning session (See Appendix M for sample documentation).

TIPS FOR TEACHERS

In order for students to achieve maximum growth each school year, a partnership between the classroom and instructional support teachers must be developed. Each teacher in this partnership has a specific role to play. The following ideas are offered to help clarify both the individual and combined responsibilities of teachers in the congruence process.

I. Classroom/Content Area Teacher

- A. Realize that support services can only be effective when coordinated with the classroom program. Both teachers are key.
- B. Make the first move in contacting support service teachers about developing coordinated programs for students. Teachers are often hesitant to make this contact for fear of offending a colleague. In most cases the support service teacher will welcome the contact.
- C. Come prepared with areas specific for discussion. Your willingness to be involved in congruence and team planning will be apparent.
- D. Cooperative planning involves the coordination of daily instruction, homework, study guides, test preparation, and other class work. Be ready to share ideas with the support services teacher, coordinate plans, and tailor instruction to meet student needs.
- E. Keep the support teacher informed of concepts being taught in your classroom. As the support service teacher becomes more familiar with the classroom curriculum, he/she will be better able to generate ideas that will help the student succeed.
- F. Invite the instructional support service teacher to attend parent-teacher conferences. Keep instructional support service teachers informed of parental communications.

II. The Instructional Support Service Teacher

- A. In organizing your daily program, decide whether you would like the students scheduled by:
 - o mixed grade levels or from one level?
 - o mixed achievement levels or homogeneous groups?
 - o attending everyday or organized differently to

- facilitate some special aspect of the program?
- B. If it is feasible and valuable to provide support services within the classroom, determine with the classroom teacher(s) an appropriate balance of duties.
 - C. Communicate your scheduling ideas to appropriate school personnel in writing. Clarification may need to occur during follow-up meetings. Discussion and interaction will ensure the best possible schedule to meet everybody's needs.
 - D. As the expert in teaching the child requiring support services, be prepared to provide classroom/content area teachers with profiles of each student's needs.
 - o List the needs.
 - o Give examples that will illustrate the type of behavior the child will exhibit in class based upon his/her needs.
 - o Suggest how the needs can best be met. Give examples of activities that will help the student succeed and learn.
 - o Prepare a written report with the classroom teacher outlining student goals, program activities designed to meet these goals, and an evaluation design for measuring success.
 - o Develop a group/class assessment sheet showing the needs of all students. (see Appendix M, sample #4.) This will help the classroom teacher see similarities of needs within the group.
 - E. As you discuss instructional program plans with the classroom teacher, suggest how specific students needs (or group needs) can be worked into the lesson.
 - F. When planning with the classroom teacher, take notes on what you will be reinforcing during the students' support service sessions. If pull-out, give the classroom teacher a copy of your plans and follow-up by discussing how the plans were implemented, what worked and what didn't.
 - G. Be prepared to suggest classroom activities or projects that tie-in-with other content area topics or activities. Cooperation across subject areas has many positive results for students.
 - H. Help classroom teachers become diagnosticians. Show them how to recognize a need so that each of you can better help the student resolve it.

III. Both Instructional Support Service and Classroom/Content Area Teachers

- A. Cultivate a relationship with your colleagues that will encourage cooperative teaching experiences.
- B. Learn about cooperative teaching, cooperative learning, and cooperative planning techniques.

- C. Meet with guidance personnel (or other schedule planners) to communicate your needs and develop viable schedules that meet those needs. By making other school personnel part of the process and encouraging their ideas and support, you will significantly increase the chances of making your program a success.
- D. Jointly develop a program proposal and submit it to the school administration. This will provide everybody with a point from which to begin program discussions.
- E. Be sure there is clarity regarding the roles individuals will play in the process. Support service teachers cannot become "teacher aides" to the classroom teacher, nor can they "run the show single-handedly". Cooperative planning and cooperative teaching means each is an equal partner and contributes to the whole.
- F. Establish some guidelines or procedures for doing business. Cooperative teaching and cooperative planning has its basis in communication.
- G. Be professional; write things down. This is not a plea for more paperwork, it's basically good management. What should be written:
 - o Your plan to the administration
 - o Your scheduling needs to guidance personnel
 - o Agreements or decisions made between the support service and classroom teachers
 - o The development of procedures for planning and the planning documentation which will chronicle the congruence process
 - o Possible ideas/activities you would like to implement during the year
 - o Any materials or equipment needs

Appendix C

ABC PLAN MODEL

The ABC Plan has been in operation in the Livonia Central School District for approximately 8 years. It was designed primarily to meet the diverse needs of support service children in grades 1-6. All instruction, including the support program, is coordinated and delivered within the child's regular classroom. Support sessions are 30 minutes in length and occur every school day. Support services are in addition to the regular developmental lessons. The program begins on the first day of school and ends on the last day. The basic unit of organization for the ABC Plan is the "cluster". Each cluster is composed of two "regular size" classrooms (about 50 children) to which three teachers are assigned. Children are assigned to classrooms/clusters until the cluster population approximates 30-35% support service, 35%-40% average, and 25%-30% above average.

The staffing of a cluster consists of one certified reading teacher and two regular education certified teachers who would otherwise have been the childrens' classroom teachers. All three teachers are responsible for teaching the entire school curriculum and, therefore, function as a team throughout the school day. No single teacher has more authority for making decisions than any other. They work cooperatively for the benefit of all the children in the cluster. Since the program was developed by teachers, no orientation was needed when it first started. New teachers to the program received an orientation from the project coordinator who also works with them in developing classroom management procedures when needed. Veteran teachers in the ABC Plan also help orient new teachers to the program.

One major concept in ABC Plan organization is that each teacher in the cluster is responsible for teaching one support service basic skill area. Once a teacher chooses a support area, that teacher also becomes responsible for teaching that same group of children the developmental program for that skill area. For instance, the support service reading teacher provides reading support instruction to a group of second graders. The same teacher is then responsible for teaching developmental reading to that group. Organized in this way, the coordination of support and developmental basic skills instruction is automatic. Content area study is delivered through the combined efforts of all three teachers. This, in itself, has far-reaching positive impact on the total educational program, and on all children who receive instructional services through the ABC Plan.

Under the ABC Plan, pull-out support service basic skills programs are replaced by highly congruent classroom based efforts. All of

the child's teachers cooperate in overall program planning, sharing supportive services caseloads and delivering the entire school curriculum to all children assigned to their cluster. Stability and a sense of "normalcy" has returned to supportive services childrens' school experiences. For more information contact Ted Universal, Livonia Central School District, P.O. Box E, Livonia, New York 14487

Appendix D

Team Planning Model Elementary

Assess student needs and develop specific goals and objectives for each support service student.

Based on student needs and numbers, configure a group of teachers who will be responsible for a particular number of identified students. Examples include:

- o 1 Classroom Teacher
1 Reading Support Teacher
1 Math Support Teacher
- o 2 Classroom Teachers
1 Reading Support Teacher
- o 3 Classroom Teachers
1 Reading Support Teacher
1 Math Support Teacher

Classroom and support service teachers together plan a coordinated course of study designed to maximize instruction for the diagnosed student needs.

The support service teacher:

- o helps teachers focus on addressing diagnosed needs within the classroom. (Provides ideas that can be worked into classroom activities.)
- o coordinates support instruction to complement the classroom teachers instruction.

Suggestions for managing planning time:

- o Hire a teaching assistant to monitor classes.
- o Hire a substitute teacher to free-up the support service teacher to confer with teachers during their planning periods.
- o Recruit parent volunteers or foster grandparents to monitor quiet time while teachers plan.
- o The principal and vice-principal can relieve classes.
- o Early dismissal from school-1/2 day Superintendent's Conference Day.
- o Plan before or after school.

Appendix E

Team Planning Model Secondary

Form three content area teams that work in conjunction with the instructional support teacher(s). Each team deals with particular aspects of the curriculum.

<u>Team A</u>	<u>Team B</u>	<u>Team C</u>
English	Math	Technology
Social Studies	Science	Art
Library	Library	Music
Support Services	Support Services	Support Services

The support service teacher keeps all three groups aware of student needs and offers suggestions for classroom reinforcement.

The support service teacher acts as a bridge between the three groups by coordinating activities among them. This person can keep the groups informed when crossover situations occur or could be developed. Coordinating testing, project work, research, writing assignments, reading assignments, etc. is an essential part of the support service teachers role.

Suggestions for managing planning time:

- o Hire a teaching assistant to monitor classes.
- o Hire a substitute teacher to free-up the support service teacher to confer with teachers during their planning periods.
- o Send students to study halls while teachers plan.
- o Recruit parent volunteers or foster grandparents to monitor classes.
- o Early dismissal from school-1/2 day Superintendent's Conference Day.
- o The principal and vice-principal can relieve classes.
- o Release teachers from duties such as study hall monitor, cafeteria monitor, detention, etc. and replace them with teacher aides. Teachers can then use this additional time for planning.
- o Plan before or after school.

Appendix F

Four and One Model

The support service teacher teaches 4 days and has the 5th day open for conferences with the classroom teacher.

Variations:

1. Run the schedule every week for the first 6 weeks of school and every other week from then on.
2. Create a schedule where the support service teacher has one period each day designated for planning. The time this period occurs changes each day in order to coincide with a specific classroom teacher's planning period. Possible program modifications needed:
 - o Extend or increase current special subjects such as gym, art, music, etc..
 - o Create a period in the classroom teacher's schedule where students have a study hall and the teacher is provided a relief person for planning.
3. Create planning times 2 or 3 times per week, but keep each session short, about 20 minutes in length. This will encourage teachers to:
 - o be prepared for the session ahead of time.
 - o get down to business quickly.
 - o keep in touch more frequently thus improving communications.

Appendix G

Joplin/Modified Joplin Plan Model

Children are grouped for reading and math instruction according to achievement test scores.

At a designated time, all children at a grade level (or across grade levels) switch teachers and classrooms for either reading or math based on the achievement group to which they have been assigned. This may require that the subject be taught at the same time over the designated grades.

The support service teacher is able to plan cooperatively with teachers working with the low achieving groups.

This plan reduces the number of classroom teachers with whom the support service teacher works.

Issues to be addressed when implementing this model:

- o This model is not intended to establish firm tracking patterns
- o Flexibility in re-scheduling and re-grouping is an important ingredient

Appendix H

Webster Central School District's Infusion Model

The plan is actively supported by the Board of Education, Superintendent, principals, and teachers.

The schedule is structured:

- o 8 periods each day
- o 5 teaching periods
- o 3 planning periods
- o Teachers have no extra duties or administrative assignments such as study hall, lunch room duty, etc.
- o Teaching assistants, teacher aides, and volunteers cover extra duties.
- o Classroom teachers and support service teachers agree on times to meet for planning.
- o Science, social studies, and English support service teachers develop units of instruction that complement and coordinate with one another.

Issues addressed via this approach:

- o planning time is achieved
- o teacher knowledge of each other's content areas is enhanced
- o a quality program is developed
- o specific student needs are addressed by coordinated planned instruction

Appendix I

Cooperative Teaching Model

Two (or more) teachers work together teaching the same group of students.

Lessons are co-planned and co-delivered. Each teacher contributes a segment of the lesson.

This approach adds a new dimension to classroom instruction with both students and teachers becoming more involved in the process.

Variations/Advantages:

- o Co-teaching could take place everyday or on a 1, 2, 3, or 4 day-a-week basis.
- o This process will enable more time focused on task since two teachers can manage a classroom better than one (provided they work cooperatively).
- o Selected students are assigned to the classrooms thus avoiding the possibility of having too many support students or too many accelerated students in the same classroom.

Block Scheduling Model

Block scheduling involves the delivery of concentrated special services to a targeted population at a particular time. Example: Music to all 5th and 6th graders between 9:00 a.m. and 10:30 a.m.

All other teachers at that grade level get a common planning period to coordinate their curricula.

How it works:

- o Special subject teachers are pooled to deliver special subject services at the same time.
- o If a building has insufficient staff to deliver such services at the same time, staff from other buildings are brought in to augment services.

Specific courses under a subject area may need to be selected or assigned to students to make the block scheduling concept workable. If music were the subject area, the following list could be representative of the types of courses offered students:

- General Music
- Band
- Chorus
- Instrumental Lessons
- Jazz Band

Students would be limited to one choice for the school year or be allowed to choose different courses every ten or twenty-week periods. Only one music course could be taken at any given time. Thus, the requirement of music would have been fulfilled for every student.

Appendix K

Campbell's Broad-Based Comprehensive Educational Program

Prior to 1972, Campbell Central School had a traditional 8 period (42 minutes each) schedule. Students were graduating with an average of 19 credits and were, for the most part, locked into a program for the duration of their high school years. There was very little opportunity for exploration and/or broadening of experiences.

The then Superintendent and High School Principal found the schedule to be too restrictive to afford broad-based educational opportunities for the students and too limiting in the effective utilization of teacher time and talents.

The schedule they originally implemented has been adjusted and fine tuned over the years but the basic concept has remained the same - a schedule which offers flexibility and opportunity - that encourages student exploration - that effectively utilizes teacher and students' time, talents, and interests.

Do their students have it all? Well, they come very close. It's hard to believe, but here are some of the numbers:

- 1) The average graduate - Regents, Non-Regents, and BOCES occupational - earns about 29 credits (the record is 36).
- 2) The average graduate earns multiple majors - usually three to four; some have even had as many as eight!
- 3) Teacher efficiency is greatly improved. Campbell has three to four fewer teachers than comparable sized schools, yet contact hours are no more than the State averages.
- 4) Classes are small, but the teacher pupil ratio is high - 17:1 compared with about 15:8:1 for the State.
- 5) The average student takes eight plus courses, including physical education.

How do they do it?

First, the day is divided into six periods of one hour each, so the schedule allows 30 teaching periods per week. Any given class meets three times per week which satisfied the 180 minutes per week time requirement. It also yields a 10 period schedule.

Second, periods 1,2,3,7, and 8 meet mornings; periods 4,5,6,9, and 10 meet afternoons. This allows easier scheduling for BOCES students.

This school has broken out of the standard mold with its schedule.

When a student meets with the teacher only three one-hour periods a week, some drastic changes occur. Both teacher and student are forced to manage their time and operations much more effectively. Tony Conser, math teacher, sums it up: "Sure, I was apprehensive about the concept at first, but it's second nature now. What we are doing, we do in only 60% of the sessions that the old schedule gave us (3 versus 5 periods per week). But the results show that the kids can handle it--and are doing a bang-up job of it."

Student reaction is a bit hard to measure, since the concept was put in place before more current students started Kindergarten. The consensus was that it helped them learn to manage time much better, particularly in anticipation of college schedules. Bob Dunham, present Guidance Counselor who handles the tricky problems of scheduling, agrees and points out that raising the expectation level for students' performance has produced more mature, better rounded students.

Several points for replication are offered by Steve Morley, present Superintendent; Wayne Beardslee, Principal; and Bob Dunham:

- 1) Include staff in the planning--they need time to think it through.
- 2) Focus on having students take advantage of time and classes available. It doesn't hurt to encourage seven or eight classes per week plus P.E.
- 3) Try to move away from study halls--six should be the maximum during the week.
- 4) Build expectancy for leisure kinds of activities.
- 5) Be flexible--"How can it be done?" will produce a lot more than, "It can't be done."

Campbell has packets of sample student and teacher schedules at no charge; they also welcome inquiries and visitors. Call (607) 527-8689 or write Wayne C. Beardslee, High School Principal, Campbell Central School, Campbell, New York 14821.

COLLABORATIVE TEACHING ACTIVITIES

The content area and instructional support service teachers co-teach the lesson.

During the lesson presented by the content area teacher, the instructional support service teacher interjects clarification on pertinent vocabulary. The clarification can be meaning-oriented or pronunciation (decoding) oriented benefiting the whole class or selected students.

The instructional support service teacher can teach a lesson or unit to illustrate effective learning strategies to students. Example: how and when to take notes; how to get the most out of a textbook; how to determine the meaning of vocabulary words by using the context of sentences and/or paragraphs; how to study for tests.

The content area and instructional support service teacher plan cooperative learning activities for the class. Both can participate in implementing the plan or the teacher can begin an activity in the classroom and the support service teacher can continue it in the reading or resource center.

The instructional support service teacher conducts review sessions for tests for the entire group or selected students.

The instructional support service teacher and content teacher plan on-going writing activities for each unit. The writing activity serves as a vehicle for expressing an understanding of the content as well as improving the students writing proficiency.

The instructional support service teacher and classroom teacher develop lessons dealing with essay writing using the process approach.

The instructional support service teacher provides assistance to individual students while the content area teacher presents the day's lesson. Assistance could include: explanation of difficult materials, keeping students on task when they appear to be off task, providing immediate reinforcement.

Together the content area and support teachers can develop quizzes and tests to evaluate student progress. Attention should focus on ways to help the student better demonstrate competence. Things like clear directions, simplified vocabulary, different testing strategies (maps, drawings, crossword puzzles, etc.) could be

carefully built into the testing situation. Instructional support service teachers could develop and implement testing modifications for special needs students.

The classroom teacher and support service teachers can share the workload when developing a unit of study. Workload can be shared when:

- o developing study guides
- o developing tapes for reading students to listen to at home
- o developing bulletin boards relating to the content being taught
- o correcting papers for both grading student understanding of content and diagnosing student needs
- o locating lower level reading materials that relate to topics under study
- o helping research and preview materials
- o developing materials that parents can use at home

After content area and support service teachers have established basic course requirements (goals) for students, the support service teacher can reinforce the learnings to ensure that students achieve competency.

Support service teachers can develop worksheets and other reinforcement materials geared to student needs.

Support service teachers can assist in direct teaching activities by instructing a small group during classroom projects, small group discussions, etc.

Support service teachers can assist classroom teachers in developing lessons that teach the specific course content as they address areas of identified student needs.

When support service teachers work in more than one subject area, they can coordinate activities between those areas. Interdisciplinary lessons can be designed that enhance student learning. Example: the social studies teacher can initiate a research paper; the English teacher can present a lesson on how to develop a research paper; the librarian can teach reference and note taking skills while the support service teacher works across all areas. In this way students:

- o are not faced with 2 or 3 major tests on the same day.
- o do not have lengthy writing or homework assignments with the same due date.
- o are not faced with enormous amounts of reading over short periods of time.

The support service teacher could take notes from the content teachers' lectures. These notes could then be used to:

- o demonstrate note taking skills to students.
- o help absent students catch up on their lessons.

- o help students add information to the notes they may have missed during the class lecture.

Regular, individual conferences with students can be difficult for classroom teachers because of the amount of time needed to do the job thoroughly. By adding the support service teacher to the process, more time is available and the students receive the benefits of personal conferences.

Appendix M

Cooperative Planning Document

Sample #1

Major Diagnosed Needs

Student: _____	_____
Grade: _____	_____
Planning Date: _____	_____
Subject: _____	_____

Support Services Program Outline:

I. Classroom program for _____
(Date)

II. Support services program plan for _____
(Date)

III. Evaluation

Classroom Program

Support Services Program

Sample #2

Major Diagnosed Needs

Student: _____
Grade: _____
Planning Date: _____
Subject: _____

- I. How did classroom instruction go last week?
(learning needing review)

- II. Classroom instructional goals and activities for the week:

- III. How did remediation go last week?

- IV. This week's support services plans:

Sample #3

	<u>Name</u>	<u>Needs</u>
Classroom Teacher: _____	_____	_____
Date: _____	_____	_____
Time: _____	_____	_____
Subject: _____	_____	_____
Support Teacher: _____	_____	_____

Last Week:

Classroom Program
Evaluation

Support Program
Evaluation

Comments

This Week:

Classroom Program

Support Program

Comments

GROUP ASSESSMENT SHEET

Ten Week Planning Sheet - Determining Need Areas

Teacher: _____	Indep/ Instr. Rdg. Level	SAT Rdg. Comp. Score	PCT RCT Score			
Date: _____						
Period: _____						
Quarter: _____						
Grade: _____						

1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Activities

Evaluation

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